

CHAPTER II

THEORITICAL FRAMEWORK

A. Review of Related Theories

1. English Language Learning Theories

a. Introduction

The language teacher, not being a theoretician, usually depends on the research done by linguists, psycho-linguists and socio-linguists. The teacher practices the theories put forward by the theoreticians, including linguists and educationalists, in the class. These theories which eventually lead to methods help the teacher to create techniques to teach a foreign language in the classroom effectively. Thus language theories guide a teacher to select and follow an approach to the teaching of any new language.

A modern psychological approach to language is based on moves around two basic theories: behaviorist and cognitive theories of language. Both the theories try to provide an explanation to language learning and present different answers. Behaviorists consider language learning as a process of conditioning and the expected goal in learning is achieved by a series of stimulus and responses. According to behaviorists, learning takes place due to the relationship between stimulus and learners' responses to it. Learner, as a result of this conditioning, will be able to give the expected response and then it can be said that he has learned. Thus

practicing the lesson should be important activity of the language learner. Behaviorists believe that these responses of the learners to the stimulus are automatic and not a result of any deliberate thought. During 1930s and 40s, linguists were influenced by Behaviorism and which resulted in the publication of teaching materials based on behaviorist theory.

Cognitive theorists say that each learner has a cognitive structure into which any new learning is absorbed. Cognitive theory is also called 'mentalist' because all cognitive interpretation of language learning rests upon the neuropsychological base of thought. Cognitive theoreticians consider language learning as a 'meaningful process'. Cognitive theory validates Experiential Language Learning because there the learner will understand the new input and connects it with previous inputs or experiences.

b. Language Learning Strategies

Learning strategies are used by the learners to help one to acquire, to take input, (Rewrite) and use the information, to make ones learning, quick, simple, more effective which can be passed on to new situations. A learner wants to learn English language to communicate in English fluently and correctly. He needs English in business in a restaurant, to ask directions, etc. Using learning strategies will not enable him to use the language in such situations. Using different learning strategies in a reasonable course of time will enable the learner to use the language

successfully. Linguists call it a 'strategy chain', a set of interconnected and supportive strategies. Language autonomy can be acquired with the help of learning strategies. Managing one's own learning process is a must for autonomy. Self-efficacy also can be improved by learning strategies.

There are six major learning strategies: cognitive, mnemonic, metacognitive, compensatory, affective and social.

- 1) Cognitive: Learners already have many of information. He is always updating this information with new information which he collects from various sources. Cognitive strategy helps learners to make an association with the previous and new knowledge or information. Analyzing, guessing, inductive and deductive reasoning, rearranging the information and taking regular notes of the information are examples of cognitive strategies.
- 2) Mnemonic strategy: Mnemonic strategy assists learners to connect a newly learned knowledge with what they have already learned and know. These are useful for remembering knowledge in a systematic way in different ways. Examples are by sounds as in rhyming, by body movement as learners follow teachers' command, particular point in a black board or page. Mnemonic strategy connects old & newly learned knowledge stimulus-response manner. This drawback does not prevent learners to use Mnemonic strategy to learn vocabulary items and grammar principles.

3) Metacognitive strategy: many types of Metacognitive strategies exist.

a) They assist learners to manage themselves as learners,

b) In knowledge seeking process,

c) Choose particular tasks for learning.

This strategy will help the learner to focus on his area of interest his needs and the best style of learning. Each learning style approach helps to learn a language. Learner can select the learning style which suits him best. Metacognitive strategy helps a learner to select the right resource and fix a goal for language learning. If the goals are not clear the learning process will be obstructed. Metacognitive strategy also helps the learner to handle particular language tasks. Selecting resources to solve these particular tasks also come under this Metacognitive strategy.

4) Compensatory Strategies: Guessing the meaning or idea while listening and reading fills a learning gap. Likewise compensatory or communicative strategies assist learners while speaking and writing. Using synonym and gesturing is a strategy for speaking and use of synonym will fill the knowledge gaps while writing. Cohen (2011: 305) thinks that this strategy is suitable for language use only. Little (1999: 42) and Oxford (1990: 35) are of the opinion that this strategy suits both language use and language learning.

- 5) Affective strategies: A learner can identify his feelings like anger, unhappiness and anxiety and s/he can be aware of such situations which produce such feelings. Such in language learning process positive attitudes and beliefs can increase the learner's motivation and will improve his language learning.
- 6) Social strategies: Social strategies are an integral part of communicative language learning. Social strategies help students to know about the culture of the target language speaking people. Using this strategy learners can learn with others discuss problem questions, etc. Rubin (1975:43) believes that the following properties will make a good learner if s/he is a willing and accurate guesser, has a strong drive to communicate, willing to make mistakes, practice, monitors his or her own and others' speech, and pays attention to meaning A learner can be taught with different learning strategies. The result depends on cultural back ground and contents of the teacher's material.

c. Theories, Approaches, Methods And Techniques

Edward Anthony (1963:66), an American applied linguist, defines language learning theories, approaches, methods and techniques as follows:

An approach is a set of correlative assumptions dealing with the nature of language (i.e. linguistic) and the nature of language

teaching and learning; it describes the nature of the subject matter to be taught; it is more theoretical and forms the basis of any method to be formulated; an approach is axiomatic.

A method is an overall plan for the orderly presentation of language material; no part of the method evolved contradicts the principles of the approach on which it is based; a method is more procedural; within any approach, there can be several methods.

A technique represents implementation; it is the actual implementation of a method in the classroom. It is the particular way of doing things to accomplish an immediate objective.

Techniques must be consistent with a method, which in turn must be in harmony with an approach

So English language or any language learning approaches and methods have their sources and routes on language learning theories like behaviorism, cognitivism, structuralism, transformationalism and semanticism.

2. Speaking of English

a. Concept of Speaking

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener

can receive, process, and respond to the messages. According to Byrne (1987:24) speaking is oral communication. It is a two-way process between speaker and listener and involves productive and receptive skills of understanding, while Huebner (1969:203) states that speaking is the main skill in communication. Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

Rivers (1978: 162) says through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and respond to other speaker. It means that in order to express someone's ideas, speaker must also attend to the aspect of speaking, in order that the message is understandable to the listener.

According to Brown (2000: 2) in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the reason for the people to communicate with other is in order to tell people something, which they do not know, or to find something out from other people. Johnson (1996 : 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, thoughts and feelings. Murcia (1978: 91) says speaking is the primary

element of language and it can be developed from the beginning when someone was born, from the first contact with the language.

Furthermore, in speaking, there are some aspects that should be concerned. They are fluency, accuracy (grammar and pronunciation) and comprehensibility. Fluency is the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking. (<http://encyclopedia.thefreedictionary.com/fluency>: 2007). More over Harris (1974: 81) states that the fluency is the case of speed of the flow of the speech. While, accuracy focuses on issues of appropriation and other formal factors. It relates to the use of grammar, pronunciation, and vocabulary (Brumfit, 1984). Brown (2000: 268) says that both fluency and accuracy are important goal in Communicative Language Teaching. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing the students to focus on the element of phonology, grammar, and discourse in their spoken output. The statement infers that both fluency and accuracy are important in speaking. Grammar is needed for students to arrange a correct sentence and conversation, while pronunciation refers to the ability to produce easily comprehensible articulation (Syakur; 1987).

Besides, fluency and accuracy, comprehensibility is also needed in speaking since it reflect how much the speaker understands what he is talking about. If someone says something beyond the topic discussed, it can be said that he has no comprehensibility towards the topic. In other

words, comprehensibility determines how well the speaker interprets and responds the message received. Comprehensibility is defined as measurement of how much interpretation is required to understand the others' responses (<http://www.k12.dc.us/teachingandlearning/document/Rubrics.pdf>).

Harris (1974: 82) adds that comprehension for all communication certainly requires a subject to respond to speech as well as initiate it. From the theories above it can be concluded that speaking is an ability to express ideas, feelings and emotions to other person. The language is used to express oneself to be understood by others. Therefore speaking is a skill of transferring the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization.

b. Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

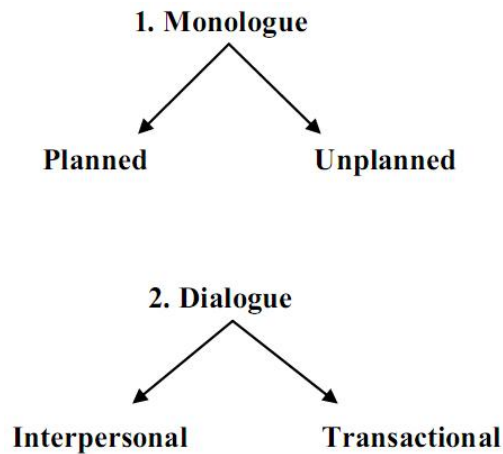


Figure 2.1 Types Of Oral Language

In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating” Human tape-recorder” speech, where for example,

learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

The students’ speech in the classroom is responsive short replies to teacher-orstudents-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

4) Transactional (dialogue) Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech
e.g

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g.

The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6) Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu. From the types of speaking described above, the researcher choose extensive monologue, since its purpose is to report or to retell a story, which the story will be based on students’ experiences.

c. Micro and Macro Skills Of Speaking

Based on Brown (2001:142), a list of speaking skills can be drawn up for the purpose; to serve as a taxonomy of skills from which you will select one or several that will become the objective(s) of an assessment task. The micro skill refers to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker’s focus on the larger elements; fluency, discourse function, style, cohesion, nonverbal communication, and strategic options.

There are eleven points of micro skills and five points of macro skills of oral production. Those are as follows;

Micro skills

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation countour.
- 4) Produce reduces forms of words and phrases
- 5) Use and adequate number of lexical unit (words) to accomplish pragmatic purposes
- 6) Produce fluent speech at different rates of delivery
- 7) Monitor one's own oral production and use various strategic devices pauses, fillers, self corrections, backtracking to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc) systems (tense, agreement, and pluralization), word order, patterns, rules ad elliptical forms.
- 9) Produce speech in natural constituents; in appropriate phrases, pause gropus, breath groups, and sentence constituents
- 10) Express a particular meaning in different grammatical forms
- 11) Use cohesive devices in spoken discourse

Macro Skills

- 1) Appropriately accomplish communicative function according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- 3) Convey links and connection between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesic, body language, and other nonverbal cues along with verbal language
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In this research, which is categorized as the basic of other research, I took only some indicators from micro and macro skills of speaking. It is quite impossible to have all indicators in speaking skill at once. Moreover, the skills I used in this research are still general, because it was only a simple classroom action research to solve speaking problems in the class.

d. Teaching Speaking

According to Nunan (2003:54), teaching speaking is to teach ESL learners to :

- 1) Produce the English speech sounds and sounds patterns
- 2) Use word and sentence, stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to proper social setting, audience, situation and subject matter
- 4) Organize their thoughts in a meaningful and logical sequence
- 5) Use language as a means of expressing values and judgements
- 6) Use the language quickly and confidently with the few unnatural pauses, which called as fluency

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skill the class will focus on. Is it all three of the genres described in the preceding section, or will some receive greater attentions than others? Informal needs analysis is the starting point here. Produces for determining need included observation of learners carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing (e.g., Tsang and Wong, 2002; 52). The second issues is to identifying teaching strategies to “teach” (i.e., provide opportunities for learners to acquire) each kind of task. The third issues involved in planning speaking activities is determining the expected level of performance on a

speaking task and the criteria that will be used to assess student performance (Richard, 2008; 29,39).

In this research, the indicators of teaching speaking are focused to five important points: grammar, vocabulary, content, fluency and pronunciation. The indicators are considered as the most important ones especially for this research. Because the technique used is focused on the process before getting the result. Thus, student have some activities in order to archieve the goals.

e. Problems With Speaking Activities

Although speaking is important in language learning, it is also difficult in some terms. There are four problems of speaking activities:

- 1) Inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism, or losing face, or simply shy of the attentions that their speech attracts.
- 2) Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express them selves beyond the guilty feeling that they should be speaking.
- 3) Low or Uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one

will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- 4) Mother-tongue use. In classes where all, or a number of, the learner share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language (Ur, 1991:121).

3. Forms of Audiovisual Translation

a. Versioning

Versioning is the only form of audiovisual translation which cannot be considered postproduction translation but rather pre-production translation. Versioning means that a film company is shooting different versions of one and the same movie in different languages. Although today almost forgotten, it is one of the oldest forms of film translating. It is a rather costly matter and therefore later abandoned. There shall be more focus on the reasons in the section Origins of subtitles where a short history of film translation is provided.

Today versioning is only used for adaptations. Many foreign films and TV series have their American adaptation. The most prominent

example today is probably is the British TV. The Office is a great example how an extremely popular TV series can simply fail in some countries where the famous British humor seems to be quite incomprehensible. While it has sold in more than 80 countries, it has also had French, German, Canadian, Chilean, Israeli and Brazilian adaptations with more to come. (Garrison) On the other hand, there also many American adaptations of foreign movies, as the American audience apparently are not enthralled by foreign film. Many are even more successful and even more prominent than the original; a good example is the Clint Eastwood classic western For a Fistful of Dollars which is an adaptation of legendary Japanese movie director Akira Kurosawa's samurai movie Yojimbo, or the much recent horror movie The Ring which is again an adaptation of a Japanese movie called Ringu. (Wikipedia).

b. Voice –Over

Voice-over is the form of translation where a second sound recording is superimposed onto the original. The audience can hear both sound recordings at the same time. The original is somewhat toned down, while the speaker reads the translation of the audio-visual material. Voice-over is not a prominent form, it is mainly used for TV translation in Poland and Russia, but, according to Pedersen, other countries do use it occasionally, for example in documentaries or news reporting. The downside of this method is that when playing two audio files at the same

time there can be some sort of confusion and usually there is only one speaker who speaks every role in a movie, so the transition between dialogues could also be a bit confusing. (Schröpf 10) On the other hand, Pedersen estimates that voice-over is more economic than dubbing but still roughly as twice as expensive as subtitling.

c. Dubbing

When a film is dubbed, the original soundtrack is replaced by a translated soundtrack. Gottlieb therefore states that dubbing creates the perfect illusion – that the translation is actually an original. Dubbing can be both intra- and interlingual, the former being the more commonly used, while the latter is more obvious. Intralingual dubbing is done by replacing the original soundtrack with an identical soundtrack done recorded in a studio rather than on set. This is done for sound quality purposes only, mostly when outdoor sets are in question.

On the other hand, there are some constraints of dubbing which need to be taken into account. The most obvious is probably lip-synching, which needs to be taken into account especially considering close-up scenes, where mismatching vowels and consonants would be more visible to the viewer. Another constraint is isynchrony, which concerns the length and speed of the utterance. Lastly, kinetic synchrony matches the movements and gestures of the actors with the spoken words. It is not

uncommon that these constraints have priority over the translation, although dubbing does require less textual reduction than subtitling.

d. Subtitling

The term subtitles refers to „words shown at the bottom of a film or television picture to explain what is being said“(Cambridge Dictionaries Online). Gottlieb defines translation as “diasemiotic translation in polysemiotic media (including films, TV, video and DVD), in the form of one or more lines of written text presented on the screen in sync with the original dialogue.” (Gottlieb 2004: 220) Pavlović describes that a “ TV subtitle consists of one or two (occasionally three) lines of translation, mostly in white or yellowish letters against a darker background, appearing near the bottom of the screen simultaneously with the source text and its accompanying moving image.” (Pavlović 2002: 386) Pavlović further explains that subtitles developed from intertitles. The origins of subtitles shall be further looked into in a special chapter dedicated to this. Sometimes subtitles are also referred to as captions although in the United States this term is used for describing intralingual subtitles.

4. Video Dubbing

a. Video

1) Video in Learning Process

According to Hung (2005 : 296-297), video is one of the most familiar and yet controversial media, which is develop after intervention of television. Video is one of the media that can enhance student learning through ‘learning with video technology’ approach. The approach is to treat video as a partner for learning a specific subject or topic.

Digital video is recorded as digital data which can be stored, manipulated and edited on computer. Use of digital video in teaching and learning can take various forms, from student producing their own films and animations to showing clip to help explain concepts (BECTA, 2003).

In line with the previous statements, Cakir (2006: 68) said that in recent years, the use of video in English classes has grown rapidly as a result of increasing emphasis on communicative techniques. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words.

2) Reasons of Choosing Video in Learning Process

Video in learning process is chosen by some reasons. Based on Cakir (2006: 67), all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. The statement is supported by Wiman and Mierhenry (1969) which is cited in Marshal (2001) in EDC (2004: 6), who found that "...people will generally remember 10% of what they read, 20% of what they hear, 30% of what they see, and 50% what they see and hear.

Video gives students the opportunity to travel to remote places outside the classroom walls without leaving school. Video technologies can help students connect with peers located in different campuses and in different countries so that they can interact with different cultures, exchanging information and learning from each other (Greenberg and Zanetis, 2012: 4).

According to Hung (2005: 296), because students are fascinated by video media and are familiar with the symbol systems, and can easily access the equipment, teachers will not find it difficult to implement video projects in classrooms for students learning. This will shift our attention to a new direction of research in relation to technology, media and learning.

Berk (2009: 2) said that there are twenty potential outcomes to ponder while using video in learning process:

- 1) Grab students' attention;
- 2) Focus students' concentration;
- 3) Generate interest in class;
- 4) Create a sense of anticipation;
- 5) Energize or relax students for learning exercise;
- 6) Draw on students' imagination;
- 7) Improve attitudes toward content and learning;
- 8) Build a connection with other students and instructor;
- 9) Increase memory of content;
- 10) Increase understanding;
- 11) Foster creativity;
- 12) Stimulate the flow of ideas;
- 13) Foster deeper learning;
- 14) Provide an opportunity for freedom of expression;
- 15) Serve as a vehicle for collaboration;
- 16) Inspire and motivate students;
- 17) Make learning fun;
- 18) Set an appropriate mood
- 19) Decrease anxiety and tension on scary topics; and
- 20) Create memorable visual images.

In brief, there are many strengths of video to be used in learning process like the easiness from the students, teacher, and schools. It has not been questioned more that video is an interesting media in learning process to be implemented. Cheap, easy to implement, innovative, and comprehensible are the main reasons of using video in learning process.

b. Dubbing

The term of dubbing can be replaced by voice over or overdubbing. There are many context of the dubbing use. It can be applied in a music term, television program, film, video, and so on. There are a little definition and the use of dubbing below in some contexts: film, vocal, and music instrument.

For voice-over (v/o), production has increased dramatically for project studios, mimicking the DIY paradigm shift that continues to rock the music industry. Increasingly, clients needing v/o talent and related audio services are hypassing bigger studios to hire more cost-efficient producers for everything from commercials to interactive voice response (IVR) systems (Norton, 2007: 33).

Theberge (2009: 219) said that the term 'dubbing' is sometimes used as an abbreviation for 'overdubbing,' a studio practice in which the various vocal and instrumental sounds are recorded in temporal succession on multi track tape. Dubbing is replacing the original speech in a film

with words in another language (Oxford dictionary). Dubbing or re-recording is a post-production process used in filmmaking and video production, in which additional or supplementary recording occurs after the original recording stage. The process includes automated dialogue replacement (ADR), also known as additional dialogue recording (Anonym, 2014).

Dubbing is defined as replacing voice or revoicing from the original sound to the other voice. The voice can be in the same language or the different one. Dubbing or revoicing is done by a talent, someone who did the dubbing.

c. Video Dubbing

Video dubbing is not a new term in this time. As known, film is one of the kinds of video. Video dubbing is one of methods to make people understanding more about the video content. It can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker. In order to reach the goal of the speaking skill improvement, students are involved in many activities of Video Dubbing.

Film dubbing utilizes authentic film clips, with which learners dub the voices of muted characters (Chiu, 2011). In the same line, Burston (2005, 80-81) stated that the more modest activity of video dubbing, that is, the simple substitution of the soundtrack of an existing video, offers essentially the same pedagogical benefits of full video production

with substantially less investment of time and effort. At its simplest, it need only involve substituting student voices for an existing soundtrack. For those who are new to video manipulation, this is a good place to start, especially with beginning level learners.

Based on the theory, I could make a construct that Video Dubbing is revoicing a video from the original voice to the other one in order to fulfill the voice need based on the video visualization.

d. Teaching Speaking Using Video Dubbing

In contrast with the traditional approach to pronunciation instruction, film dubbing is a supplementary method whereby EFL learners acquire English pronunciation. Approaches to film dubbing projects have been outlined by several researchers for application in an EFL context. The method of film dubbing offers a unique opportunity for Imitation of English pronunciation and intonation within a contextualized scenario (Chiu, 2011).

There must be some procedures in the video dubbing activities in general. The management of a video dubbing project involves several stages: video selection, scene cropping and muting, initial class presentation of the target video, group listening comprehension or scenario creation activities, individual and group practice, and soundtrack dubbing (Burston (2005: 79).

Based on the stages implemented by Burstson (2005:82), he makes new steps of conducting video dubbing in the classroom:

1) Video Watching Session

In this session, teacher plays the video. Students watch the video carefully. Teacher can pause in some important parts in the video to give emphasis. This session give students big chance to practice like a native while they are watching the video.

2) Video Discussion

Students have a discussion about the content of the video. Teacher asks students to make their own text besides the video transcript. Students are expected to produce one new scenario from the discussion

3) Video Group Presentation

Teacher asks students group to present their result of discussion in front of the class in turn. The other groups give comments to the presenting group.

4) Individual Scenario Composing

From the group discussion and group presentation, teacher asks students to compose new scenario individually.

5) Video Recording Session (Post test)

The last stage, students are asked to record their voice through headset into the computer. The software use is Windows Movie Maker. The result of the dubbing used as post test score.

As the statements above, it can be concluded that video dubbing is the voice substitution in a video. It can be applied in teaching and learning process especially in the effort of improving speaking skill like pronunciation, intonation, fluency, vocabulary, grammar, and so on. The reason is when the video is ran after the teacher asks to pay attention for each speech in it, students tend to imitate the way the video sounds.

In dubbing movies, students substitute their voices for those of the actors in an English movie excerpt shown with the sound turned off. It raises students' awareness of native speaker rhythm (including weak forms and liaison/sandhi), intonation, emotion, and speed when speaking.

Besides providing paralinguistic information such as gestures, facial expression, and mouth shape, movies rather than audio tapes provide a timing framework for speaking. Karaoke songs provide a timing framework for singing: singers try to match a song from clues provided by the music and words on a monitor. English karaoke songs are good for students when they are asked to pay attention to breaking their syllable-timed katakana English as they aim for a stress-timed English. In dubbing movies, students get clues from the action and script. This technique can be called "karaoke movies."

The dramatic and emotional content of a movie coupled with the need to match the actor's rate of speaking naturally focus the students' attention on rhythm and intonation. According to Wong (1987:21), these two should receive higher priority over individual sounds because native

English speakers rely on them more to understand speech. Without intonation students cannot match the emotional content of the lines; without weak forms students will tend to take too long in speaking.

Movie dubbing parallels oral interpretation, "... the art of communicating to an audience a work of literary art in its intellectual, emotional, and aesthetic entirety" (Lee and Gura, 1992:3). In both techniques, the context, the emotions, and dramatic structures of a text must be understood before it can be successfully read aloud. But unlike oral interpretation, the hard work of analysis has been done by the movie actors and director, so the students can use them as models.

B. Previous Research

Research by Pooneh Karimzadeh and Maryam Rezaei Ghahroudi by the term English Animation Dubbing Based Techniques. This research was an attempt to investigate the remarkable dubbing techniques that can improve communicative competence to achieve appropriate level of speaking abilities. The growth of technology increase the need for learning an international language. Because this learners tend to improve their speaking abilities specifically the suprasegmental features that can shed light on the quality of their interaction and communication. Since EFL learner's muscles need to be well developed to produce the new words of the target language, pronunciation becomes so difficult. The main focus of this study was the investigation of a great deal of variety in the dubbing techniques that lead to more rehearsal, high motivation, self-confidence and more

successful English speakers. This study included by 24 homogeneous intermediate 10-15 year old learner, divided by 2 gorup. 12 in experiment who received treatment and 12 in control group without that. The result of data analysis indicated that dubbing based strategies have a significant influence on native like pronunciation development.

Reseach of improving speaking skill through video dubbing by Vivy Zuny Mandasari, Dewi Rochsantiningasih, and Teguh Sarosa. This research's purposes are to identify (1) whether and to what extent the use of VD improve students' speaking skill, and (2) the streaths and the weakness of VD when implemented in this research. This research use classroom action research method. The subject of this research is class X-5 of high school students. The techniques of collecting data are observation, diary, interviews questionnaire, document analysis, and test. The techniques of collecting data are Constant Comparative Method (CCM) and statistic descriptive. Base on the research findings, student' achievement on grammar, vocabulary, fluency, pronunciation, and content improved. Students' attitude change from ignoring becomes more paying attention.